

**University of Washington Tacoma Site Visit  
Teacher Preparation Program  
January 21-23, 2007**

**STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)**

*Operating Procedures, Membership, Meeting Times*

The unit has established a PEAB in accordance with WAC, with the requisite membership. There are currently 10 members on the PEAB, with five appointed by WEA, one by AWSP, and one by WFIS. At the time of the visit, the PEAB was in the process of replacing the WASA representative; a request has been made to that organization to appoint a new representative.

The program has established by-laws in accord with WAC; we did note that the membership structure specified in the by-laws does specifically mention a representative from Washington Federation of Independent Schools (even though the PEAB has representation from this group).

The PEAB has met at least four times a year; attendance has been variable, but the program has sought to replace members who were attending only infrequently or not at all. PEAB minutes indicate that the group has reviewed all five program approval standards within the past year. In addition, the PEAB has reviewed placement statistics, assessment data, and other information about the program.

The PEAB has submitted an annual report with all requisite information in each of the past five year.

***Recommended rating: Met.***

*Collaborative Function*

PEAB minutes and annual reports, as well as interviews with PEAB members provided ample evidence that the program and PEAB have a strong collaborative relationship. The PEAB has regularly reviewed a variety of program data. Minutes and annual reports clearly summarize PEAB recommendations and program responses. Recent recommendations have touched on issues such as math instructional methods, training for mentor teachers, integration of special education competencies into coursework, extending literacy coursework over two quarters, and assigning candidates to be in the field at the beginning of the school year. A highlight of the year is the spring meeting during which they interview program completers and review their portfolios.

While the institution had not been able to implement all recommendations, PEAB members indicated that the program took all recommendations were taken seriously. They noted, “This board has an impact; changes are made because of what’s said here.” Several also observed that because of their busy schedules, participation in the PEAB requires a real commitment, but they attend gladly because they know it will be worthwhile.

***Recommended rating: Exemplary***

## STANDARD 2: ACCOUNTABILITY

### Learner Expectations

Learner expectations for candidates in the Teacher Certification programs are clearly articulated in the course catalog, program brochures, the department website, and course syllabi. The degree and certification options available in the program are provided in brochures and at the program website. Advising materials make clear the outcomes and expectations for courses, seminars and field experiences. Documents provided for review during this site visit indicated that course-based assessments and field-based evaluations are aligned with learner expectations and the broad themes expressed in the conceptual framework. The Teacher Certification Program Handbook provides an effective description of all major program elements and expectations, including timelines and calendars, required assessments and information pertaining program policies and procedures. Formal procedures for addressing concerns that may arise pertaining to interns' performance during any aspect of the preparation sequence are described clearly in the TCP Handbook. This description includes a summary of the Focus of Concern process, the formal procedure preceding dismissal from the program. The Field Experience Handbook describes clearly the expectations for placement rotations during the internship year. The Handbook also effectively delineates the roles and expectations for the University Supervisor and Cooperating Teacher.

Documents reviewed during the visit (e.g. handbooks, syllabi and advising materials) provided evidence that learner expectations are well aligned with the conceptual framework and during interviews, current candidates provided ample evidence of their awareness of program expectations and key transition points. Candidates, faculty and staff demonstrated a general understanding of linkages among program components and the conceptual framework, although the manner in and proficiency with which interviewees articulated this linkage varied across roles and contexts. Adjunct faculty demonstrated a limited knowledge of the particulars of the conceptual framework but were able to describe clearly the linkages between their courses and the core elements of the framework. Current candidates also demonstrated a clear understanding and acceptance of the overarching themes and propositions of the framework, although they were less firm on the specific language and organization of the framework. The program uses the Professional Pedagogy Assessment to evaluate candidate proficiencies during the internship. Program administrators and staff indicated that candidates are provided information about the PPA when they enter the program. TCP faculty interviewed during the visit were unclear about the courses in which the PPA is addressed.

The program has developed a course syllabus template that provides an effective structure for consistently communicating to candidates the expectations within courses and the linkages among various program elements. Course syllabi provided for review clearly indicated that WAC 180-78A-270 standards are communicated to candidates and addressed in program courses (e.g. TEDUC 460- Mathematics Methods 1; TEDUC 463-

Arts in the Schools; TEDCU 548 – Classroom Management; TEDUC 452-Topics in Literacy Instruction: Literature and Content Reading). Objectives, assessments and assignments also were clearly described in all syllabi reviewed and these elements were well aligned with program goals and expectations.

Candidates assemble a portfolio during their final field experience rotation. The portfolios reviewed during this visit provided evidence that candidates are demonstrating program expectations in field-based practice. For example, the portfolios included well organized unit and lesson plans clearly aligned with EALRs and GLEs, a variety of assessment procedures for determining impact of student learning as well as extensive reflective analysis of the candidates' practice.

***Recommended rating: Met***

### *The Assessment System*

The program has available a number of assets important for the development of a comprehensive assessment system. Administrators, staff, faculty, candidates, alumni and PEAB all indicated during interviews that they value assessment and outcomes data and appreciate the value of data for program-level decision-making. The program collects data from a variety of sources and these data are employed for a variety of decisions about individual candidates including admissions, course completion, and proficiency during the internship. At the same time, data pertaining to a variety of program operations and processes also are collected and maintained, either within the unit or in data systems. Examples include those traditionally collected in university programs pertaining to candidate matriculation, program progress, grade point average, and end of course faculty evaluations as well as those data specific to Washington teacher preparation programs such as information about program completers, WEST-B scores and placement data. The unit has been successful in securing adequate staff support and during the visit it was clear that a number of staff members are proficient in data collection and organization. In addition, University of Washington-Tacoma recently created an Office of Institutional Research and the Director of that office expressed interest in working directly with the program to develop various data collection, data management, analysis, and reporting tools.

With these many assets at its disposal, it is apparent that the unit is well positioned to develop a highly effective assessment system. However, the evidence provided during this site visit did not indicate that all of the elements for such a comprehensive assessment system are yet in place as described in Program Approval Standard II: Accountability (WAC 181-78A-255). The team did not observe several key elements specified in the WAC for the unit Assessment System. Each of those elements is discussed here.

While the unit does collect a variety of types of data on applicant qualifications, candidate proficiencies, performance of graduates and unit operations and quality, these

data are not collected or maintained *systematically*. Data are distributed across a number of separate files maintained in various faculty, staff, and administrator offices rather than maintained in a single data file or data system. Data appear to be collected largely for accountability reporting and policy compliance purposes, such as generation of reports to the state or the university. Evidence was not observed that the program collects, maintains and reports data on a predetermined schedule or that reports are generated proactively for ongoing formative program evaluation. Interviews with faculty, staff, and administrators indicated that there is a general awareness that the program data collection are not systematic and at the same time, a number of interviewees expressed a desire for improvements to this component of the data collection process. Specific examples of areas that faculty, staff and administrators identified for improvement through systematization included the following: (a) the format, content and timeliness of surveys of program completers during the induction year, (b), processes for combining data from multiple data bases to inform program decisions, (c) communication among field-based faculty, campus-based faculty, staff and administrators focusing on candidate performance data, (d) development of quantitative data to accompany the various narrative data currently collected. These faculty, staff, and administrator suggestions appear to be valid and reasonable, based on the various evidence provided during this site visit.

The lack of systematic process in the assessment system becomes clear with analysis of the inadequate integration of the Professional Pedagogy Assessment (PPA) into the preparation program. The Unit Director indicated during an interview with site visit team members that candidates are introduced to the PPA when the first enter the program. The Certification Officer indicated that this introduction is provided during a group orientation session at the beginning of the first internship rotation. However interns, in their second rotation at the time they were interviewed during this site visit, demonstrated a limited understanding of the tasks, procedures or expectations associated with the PPA. Similarly, education program faculty interviewed during this visit were unable to identify the specific courses in which candidates learn about or gain practice with the Professional Pedagogy Assessment prior to the field experience portion of their preparation. The Assessment System diagram included in the Institutional Report lists the PPA as a data source collected during the field experience segment of the preparation program, however, it is not clear that any mechanism is in place or planned for systematically collecting and reporting data from the PPA for program improvement purposes. Finally, there seems to be no process in place or under development in which program faculty, field-based faculty, staff and administrators work collaboratively to review assessment data such as scores obtained from the PPA or evaluate such data for program improvement decisions.

The program collects data from a variety of assessment sources. Internal sources include course-based evaluations and projects, portfolios, field-based assessments, and alumni surveys conducted triennially. External sources include the WEST-B, WEST-E, and EBI in addition to university-generated data such as those pertaining to matriculation and grade point average. It was not apparent in evidence provided for this visit that these various types of data are combined, analyzed, and reported systematically, although, it

was evident that many of these data are maintained within the unit and would be available for analysis.

It is likely that various elements of the conceptual framework are infused throughout courses and field experiences in the teacher preparation program. For example there seems to be shared understanding of the value of theory for informing practice among faculty and candidates. However, it was not clear in the evidence provided for this site visit that the conceptual framework forms the basis for a comprehensive assessment system. No evidence was observed that assessments provide data linked explicitly to the conceptual framework. Review of course syllabi indicated that assessments embedded in courses or field experiences generally are linked to the competencies delineated in WAC 180-78A-270 when those standards. No procedures are in place for systematically identifying sources of bias in performance assessments nor does there appear to be a process for establishing fairness, consistency or accuracy of assessment procedures. Indeed, the evidence examined during this visit suggested that there may be a number of areas where the assessment system would benefit from further examination of issues of fairness, consistency, and accuracy. For example, the lack of alignment of the PPA with the rest of the program elements creates potential for development of invalid inferences about candidate proficiency. Similarly, end of course and alumni surveys appear to rely heavily on a single response format (written narrative) and therefore, could yield inaccurate or biased information about candidate perceptions.

Assessment data are included in admission and completion decisions. The program has not developed specific assessment-based criteria for critical program-progress gates such as completion of pedagogical coursework, or eligibility for internship ongoing continuation in the program is linked to GPA and successful course completion. Also, the program has established procedures for identifying students who experience difficulty in course or field placements.

The system does not maintain an assessment system electronically. Data are collected and maintained in a number of separate spreadsheet and relational data files in the office of the Certification Officer as well as in various university data systems. These files are not linked and it would not be possible to directly combine data from various sources or assessment processes to develop aggregated data reports.

***Recommended rating: Unmet***

#### *Use of Data for Program Improvement*

The program has not established systematic processes for using data to make program improvement decisions. In particular it was not evident during this visit that the program is making effective use of candidate performance data to make program improvement decisions. Two case examples of program improvement decisions recently undertaken by the program were examined. The decision to convert the K-8 Teacher Certification Program (TCP) to a Masters in Education program was based primarily on analysis of a

market analysis focusing primarily on anticipated market demand. Although some graduate placement data apparently were considered in this decision, it is not clear that information such as institutionally collected alumni survey data or EBI data were considered. The decision to develop a new Secondary Science endorsement program similarly seems to have been based largely on market rather than assessment data. While it is of course critical for programs to consider anticipated market demand when making expansion decisions, a more systematic use of data for program improvement decisions would entail consideration of the full range of data pertaining to the strengths of program graduates and areas where graduates feedback indicates need for program improvements. More specifically, the program is not aggregating data from assessments such as student portfolios, internship evaluations, or course-based assessments to identify areas where systematic curriculum adjustments, faculty professional development, or program process improvements are indicated.

Again, the program does have a number of assets at its disposal that could be used to fully develop a data-based decision system. Program and faculty assessment data are regularly shared with the PEAB and discussed at PEAB meetings. Similarly, it is evident that data are often shared with faculty at the fall faculty retreat. The University Office of Institutional Research has undertaken an initiative to better link and report data from various university-maintained systems. It is likely that the program could help inform this process and thereby access significant university expertise and data resources for development of a comprehensive data system that could be used to make program improvement decisions.

Interviews with faculty, administrators, and staff indicated that there is a desire to use data for program improvement and a general understanding of the value of data tools. However, it was not clear that there is a general culture of assessment and data utilization in the program or that this disposition is modeled consistently. The administrative and staff team may want to explore professional development options in this area.

The program does maintain placement records for program completers and these data are regularly reported to the PEAB and other program stakeholders. However, as has been noted, these data are not part of a comprehensive data system, so information about program completers seems to be underutilized for program improvement decisions.

***Recommended rating: Unmet***

#### *Positive Impact on Student Learning*

Candidates in the program learn a variety of strategies for assessing positive impact on student learning. Candidate work samples, including portfolios reviewed during the visit included examples of formative classroom-based assessments, performance assessments and summative assessments used in pre-post formats. Eight candidates in various stages of program completion were interviewed during the visit and these individuals were able to describe a variety of contexts and examples of their positive impact on student

learning. These candidates also were able to provide specific and detailed descriptions of assignments and course-based activities where they acquired knowledge and skills in assessing positive impact on student learning.

The program provided for review examples of candidate work including portfolios that included assessments and candidate reflective writing samples that documented a positive impact on student learning. It is not clear that these artifacts are systematically analyzed or that positive impact data are aggregated for program-level decision-making.

***Recommended rating: Met***



### **STANDARD 3: UNIT GOVERNANCE AND RESOURCES**

#### **Unit Leadership and Authority**

The Director of the Education unit oversees all of the unit operations and reports to the Vice Chancellor for Academic Affairs. There is a clearly delineated organizational chart for the unit and a clear definition of the roles of the support staff. The Teacher Certification Program does not now have a program coordinator and faculty and administrators are considering reinstating that position to allow for better coordination of the program.

The unit is perceived as being strong and many interviews revealed that the faculty and director are viewed as competent and as good academic citizens who contribute to the mission of the university and the local community in many important ways.

***Recommended rating: Met***

#### **Qualified Faculty and Modeling Best Practices in Teaching**

The vitas of the program faculty provide evidence of the strong qualifications each member brings to the programs. They are engaged in scholarship and service which enrich their teaching and are able to bring the conceptual framework and the goal of “Theory into Practice” to life for their students. Student course evaluation data, and interviews with students and alumni confirmed the full time and adjunct faculty members’ high level of competence in modeling best practices in teaching.

***Recommended rating: Met***

#### **Modeling Best Practices in Scholarship**

The vitas of the program faculty, the display of their published works, and their track record in the promotion and tenure process provide evidence of the productivity of the program faculty. They have published in high quality journals as well as books, book chapters, and other publications. They are active in the professional associations and have an impressive record of writing and obtaining grants successfully.

***Recommended rating: Met***

#### **Modeling Best Practices in Service**

The program faculty are involved in many service activities in the local community, as documented by their vita and interviews. They are engaged in work with local schools

and museums, with OSPI, and with state and national professional associations. They are viewed by their peers on campus as being good academic citizens who not only provide high quality programs, but also help to shape the future of the campus. Many faculty have devoted their talents, as well as considerable time, in the development of the lower division curriculum, in faculty and campus governance activities, and in community activities.

***Recommended rating: Exemplary***

***Experience working with Diverse Faculty***

A study of the backgrounds of the program faculty reveals an intentional move towards increasing the diversity of the faculty (with “diversity” meant in its broadest sense). Faculty hiring has been done with a clear goal of increasing the diversity among the faculty; at this point 25% of the permanent faculty are non-white. There is a clear plan in place to bring the perspectives of guest speakers and adjunct faculty from many different backgrounds to the students in order to broaden their experience.

***Recommended rating: Met***

***Experience Working with Diverse Candidates***

The unit faculty and administration have been working on a variety of strategies to recruit candidates from under-represented populations and have experienced some success. The director has met with leaders of the African American community to discuss strategies the program faculty could use to increase the diversity of candidates in the program and several of the recommendations that came out of those meetings have been employed. The unit has also worked on increasing financial support for candidates from under-represented groups and the program has helped candidates of color successfully find scholarships. In interviews with the Teacher PEAB, the students and alumni, the consistent message was that additional scholarships and other support systems need to be in place to attract candidates and assist them with access to the program.

***Recommended rating: Met***

***Experience Working with Diverse Students in P-12 Schools***

Interns are placed in P-8 schools which represent a wide spectrum of diversity, including socio-economic status, racial, cultural, ethnic, and linguistic backgrounds, and learning abilities. The habit of reflection on one’s own practice is emphasized throughout the program and helps the candidates as they develop and practice their knowledge, skills, and dispositions for working with all students. Students and alumni verified that the Reflective Seminar is an important part of the development of the habit of reflection and provides a safe place for interns to share their experiences, learn from one another, all

while being guided by an expert facilitator. The program's emphasis on helping all students learn is clearly evident in the program syllabi, the comments of students and alumni, and from interviews with the PEAB members.

***Recommended rating: Met***

#### Collaboration

The program faculty collaborate with faculty in other units of the institution. Two examples of these efforts include the Education Minor which illustrates the collaboration between three units on the campus and the development of the secondary science program that is now available. Faculty in the education unit also contributed to the development and teaching of the core curriculum that was developed for the new freshmen class. As the campus continues to grow and build out it is anticipated that there will be more opportunities for collaboration with other academic units on the campus as well as with faculty on the other campuses.

***Recommended rating: Met***

#### Unit Budget

The unit receives sufficient funding, proportional to other comparable units on the campus. The education programs account for approximately 6.5% of the campus enrollment and they receive approximately 7.2% of the instructional budget. In comparison, the nursing unit accounts for approximately 4.8% of enrollment and 6.3% of the instructional budget. The budget supports both the on-campus and clinical work that are essential to this program.

***Recommended rating: Met***

#### Personnel

The program faculty bring excellent qualifications and experience to their work. Students, alumni, and the members of the Teacher PEAB spoke highly of the program faculty. Policies and procedures that affect faculty are found in the "Code". Their workloads are consistent with faculty in other programs and they receive adequate support for daily tasks and for professional development.

***Recommended rating: Met***

### Unit Facilities

The unit has adequate campus and school facilities to support candidates in meeting standards. The offices and classrooms are well-maintained. The classrooms provide space for collaborative work. The only area of concern mentioned during the visit was about the growing demand for more space in the library, needed for housing the growing collection and for providing spaces for students to work together on assignments and other projects.

***Recommended rating: Met***

### Unit Resources Including Technology

The unit allocates resources across the programs to prepare candidates to meet standards for their fields. The campus provides state-of-the-art technology and it is infused into the curriculum. There are several technology labs on the campus, the library provides additional computer access, and the curriculum lab provides additional access. The classrooms are equipped with SmartBoards, the faculty use technology in their teaching, and the candidates are well-prepared to use state-of-the-art technology in their internships and electronic portfolios. The unit has also invested in providing an excellent curriculum laboratory space and collection of P-12 text series and other curricular materials.

***Recommended rating: Exemplary***

### Unit Evaluation of Professional Education Faculty Performance

The unit has developed a comprehensive system for evaluation of faculty performance. Student evaluations are conducted at the end of every course. Students and alumni spoke highly of their interactions with the faculty, of being treated respectfully and of being “heard” when they had suggestions. This feedback is incorporated into the peer evaluation of merit review each faculty member undergoes each spring. In addition, all tenure-track faculty must undergo the same tenure and promotion review process used by all the faculty at the University of Washington campuses. Faculty also meet with the director each spring to develop a professional development plan based on accomplishments of the previous year and goals for the next year.

***Recommended rating: Met***

## **STANDARD 4: PROGRAM DESIGN**

### ***The Conceptual Framework***

A conceptual framework has been diagramed for University of Washington, Tacoma. The framework, originally designed for the Teacher Certification Program, has been determined to describe the entire program. The diagram, however, is not supported by any kind of narrative that articulates the theoretical and research foundations for the framework.

The unit's commitment to parts of the framework was established. For example, candidates are well prepared through coursework and experience to use educational technology to help students learn. The conceptual framework did not, however, emerge as a cohesive basis for the university's program design.

Members of the unit, including candidates and faculty, were not able to articulate a clear understanding of the conceptual framework as a shared vision for the unit's efforts to prepare educators to work effectively in P-12 schools. Evidence was not found that the essential learning requirements are supported through the conceptual framework.

***Recommended rating: Unmet***

### ***Recruitment, Admission, and Retention***

An active recruitment process that includes a multi-faceted marketing campaign, program flyers, and a recruiting schedule is in place.

Candidates must hold a bachelor's degree from a regionally accredited university or college and receive a passing score on the WEST-B to be admitted to the program. A group interview focusing on disposition and content articulation, transcripts, work history, and experience are also considered during screening.

Candidates are assessed throughout the program, including four formal observations. A system of early intervention is in place for candidates who experience difficulty, and members of the unit are knowledgeable about this process.

Candidates include members from under represented groups.

***Recommended rating: Met***

### *Pedagogical Content Knowledge*

Course syllabi and descriptions document the unit's efforts to help candidates develop subject specific knowledge and instructional strategies required for elementary education, special education, and science education. Curriculum and field experiences include objectives to familiarize candidates with integration of subject matter, strategies for working with diverse learners, and meaningful ways to integrate technology. Cooperating teachers report that candidates demonstrate a high degree of technological knowledge.

Candidates exhibit the ability to facilitate student learning through competencies delineating professional, state, and institutional standards. Evidence for this is found in Student Teacher Portfolios and the program's Lesson Observation Tool. Education program field supervisors have revised the Lesson Observation Tool to include pedagogy terminology, thus helping candidates develop pedagogical knowledge and prepare for the pedagogy assessment.

***Recommended rating: Met***

### *Professional and Pedagogical Knowledge and Skills*

Candidates apply their professional and pedagogical knowledge and skills throughout an entire academic year of classroom experience. September through December, candidates combine coursework with two full days and one half-day of classroom experience. January through May, candidates are in the classroom full time. Student Teacher portfolios, Lesson Observation Tools, the Final Student Teaching Evaluation, and the Final Recommendation provide evidence of application of professional, state, and institutional standards.

Cooperating teachers report that candidates are proficient in direct instruction and the constructivist approach. Those teachers also report that they request UW-T students because they are "more prepared and more mature." Candidates are skilled in lesson planning and instruction.

Candidates describe coursework objectives that include multicultural awareness, working with troubled families, and understanding how families are different. Cooperating principals report that good rapport with a diverse student population is evident in UW-T candidates. A parent conference experience early in the candidate's classroom experience would provide additional foundation to candidate knowledge of school, family, and community context.

***Recommended rating: Met***

### Content Knowledge

Teacher candidates at University of Washington-Tacoma must pass the Praxis prior to recommendation for certification. Candidates complete carefully planned coursework based on subject specific strategies for content delivery of principles delineated in professional, state, and institutional standards.

Through extensive classroom experience, with multiple forms of assessment, interns provide evidence of content knowledge. For example, interns are evaluated through Final Recommendation by the cooperating teacher, Final Student Teaching Evaluation by the field supervisor, and the Performance Based Pedagogy Assessment, all of which include content knowledge categories.

***Recommended rating: Met***

### Learner Expectations

Learner expectations are clearly articulated in Teacher Certification Program handbooks and publications. Candidates are introduced to UW-T expectations through the Orientation Handbook. Field Handbooks and Guides articulate specific expectations for each rotation. Course syllabi provide clear expectations, and all methods courses require a standardized set of Lesson Plan Elements. Early in the program, candidates are familiarized with actual assessment tools to help candidates understand the proficiencies they are expected to develop during the course of the program.

***Recommended rating: Met***

### Field Experiences and Clinical Practices

Field placements for teacher candidates are concurrent to carefully planned coursework. The timing of the courses is designed to give candidates the opportunity to learn and apply classroom skills.

UW-T and its school partners jointly determine candidate placements and experiences. Field supervisors meet frequently with cooperating teachers and principals, and the unit makes program improvements based on feedback from school partners. For example, UW-T recently changed the format of intern schedules in response to recommendations from cooperating teachers.

Candidates participate in field experiences with diverse student populations, as evidenced by student demographic reports for partner schools. A minimum of three classrooms in observation and internship are experienced by candidates. Current candidates and alumni express a paramount belief that “all students can and will learn.”

Clinical experience encompasses a full academic year. September through December, candidates combine coursework with two full days and one half-day of classroom experience. January through May, candidates are in the classroom full-time. Field supervisors observe candidates weekly.

***Recommended rating: Met***

#### *Endorsement Preparation*

All pre-service teachers are required to pass the appropriate Praxis II exam, as a condition to program acceptance.

Methods courses include instructional strategies, curriculum frameworks, multiple assessment strategies, and unit/lesson planning. For example, course syllabi outline coursework that reflects essential academic learning requirements, including introduction to WASL tests. All methods courses require the use of a standardized lesson plan. Instructional strategies include direct instruction and a constructivist approach. Activities that require critical thinking, problem solving and performance skills are taught.

***Recommended rating: Met***

#### *Entry and Exit Criteria*

Entry and exit criteria for candidates in clinical practice are published in TCP Field Handbooks and Field Guides. Candidates must be in good standing in the program to enter clinical practice, and remain in good standing, with the approval of field supervisors and university personnel each quarter.

A standard procedure for intervention and/or exiting from the program is in place to support candidates who experience difficulties. A plan for improvement is developed, and assistance from the unit is provided. The goal of the procedure is to make the individual accountable while being given room to grow or exit.

***Recommended rating: Met***

#### *Collaboration with P-12 Schools*

Extensive evidence of collaboration by professional education faculty with P-12 colleagues and schools is documented in the unit's Faculty Collaboration and Service report. The evidence includes leadership positions in professional organizations, participation in state standards committees, in-services and presentations to community organizations and schools, a wide range of consultant roles, and participation in university committees.



One example was a Math, Science, and Technology Summit held at UW-T October 31, 2002. The summit was attended by representatives from several public school districts and resulted in recommendations for Math, Science, and Technology Education.

***Recommended rating: Met***

*Regionally Accredited Degrees*

All candidates produce evidence of a baccalaureate degree from a regionally accredited college or university as a prerequisite to admission to the program. Failure to produce the evidence would disqualify the applicant from candidacy.

***Recommended rating: Met***

*Pedagogy Assessment Instrument*

All candidates take the pedagogy assessment and are assessed with the Lesson Observation tool. To date, no candidates have needed alternative evidence opportunities.

***Recommended rating: Met***

## **STANDARD 5: KNOWLEDGE AND SKILLS**

### ***Foundational Knowledge***

Students are provided a thorough presentation of theory, research, and analysis related to education as a profession, its importance in the community and place in our society and culture at large.

Familiarity and understanding of state learning expectations for students is consistently covered throughout courses as evidenced by use of state documents as required texts and formal application within lesson planning requirements which have been standardized across all courses and field experience internships. While students indicate that the connection of WASL protocols to state academic learning requirements was not always clearly outlined, the depth at which standards for what students must “know and be able to do as a result of this lesson” was repeatedly reinforced throughout lesson and project experiences.

Subject matter content is covered through a variety of courses that include both knowledge and skills. Integrated across all courses is a strong emphasis on research and critical thinking in which students are regularly required to reflect on and analyze appropriateness of content and processes to meet student needs. Particular strength was seen in developing conceptual frameworks on the purposes of education and developing a deeper understanding of the needs of diverse populations. In addition, candidates are provided adequate opportunities to learn about approaching teaching and learning from an ethical and professional point of view. Consistent feedback was given by cooperating teachers, principals, PEAB members and students themselves that professionalism was taught and expected in order to be accepted into the Teacher Certification Program (TCP) and to be recommended for certification.

While evidence was strong for most course offerings, questions were raised regarding the content of two methods courses. The Health/Fitness Methods course was not clearly outlined and outcomes were not readily apparent. Feedback gathered was that one session was dedicated to learning physical education instruction and activities while the rest of the course was about social/emotional health concerns and abuse identification and reporting. The second course, Arts Methods, was very detailed and was noted by students as being a very well planned and carried out program of instruction. The area for consideration is the incongruence between the course overview’s emphasis on music and the level of emphasis on music during the actual course implementation. The Course outline and feedback from students suggest that music was not covered proportionally compared to other arts areas. An unfortunate by product of this level of attention to music and physical education methods was brought out during interviews in which teacher candidates indicated their training was sufficient because “other teachers teach those subjects” in school.

TCP coursework runs concurrently with the internship. This model attempts to provide “just in time” instruction meaning students receive critical instruction in areas at the time they will be required to utilize knowledge and skills. Candidates stated that this model is appreciated.

***Recommended rating: Met***

### *Effective Teaching*

TCP candidates are presented with a very rigorous program of learning that requires students to utilize research and experience-based principles in making decisions about instruction. Theory and practice are combined to develop candidates’ ability to meet the needs of diverse populations of students, especially in an urban setting.

Courses consistently address instructional strategies for approaching the needs of students in areas such as reading development, critical thinking, and problem solving. The aspect of the TCP that is particularly strong is related to assessment. Candidates learn to approach teaching from a diagnostician point of view and are provided numerous opportunities to learn how to determine what students know, understand and are able to do. This is particularly true about working with students that struggle.

As with assessment, creating and maintaining well-organized learning environments was taught across more than one course. Candidates have the benefit of learning and using skills during a particular course with the benefit of having them reinforced in courses later in the program.

When asked to describe the TCP, one student remarked that the theme of the program is data, assessment, and reflection. This high level of expectation and support leads to increased confidence on the part of candidates.

***Recommended rating: Met***

### *Professional Development*

The TCP prepares candidates to reflect on their teaching and its effects on student growth and learning. The candidate portfolio, course work and feedback from cooperating teachers indicate that the program does indeed push candidates to think deeply about the needs of students and the instructional practices that candidates utilize.

Candidates are given a broad but thorough introduction to technology applications for use in the classroom and for personal productivity.

An area that was not readily identifiable among the evidence is strategies for effective participation in group decision-making. While solid attention is given to classroom management strategies and best practices, candidates should receive more intentional training on adult-to-adult interactions.

***Recommended rating: Met***